

**AMY E. HEBERLE, PH.D.**

Department of Psychology  
Clark University  
950 Main St.  
Worcester, MA 01610

**ACADEMIC APPOINTMENTS:**

2018- **Assistant Professor of Clinical Psychology**  
Clark University, Worcester, MA

**OTHER APPOINTMENTS:**

2020- **Associate Director of Clinical Training**  
Clark University, Worcester, MA

**PROFESSIONAL LICENSES:**

Licensed Clinical Psychologist (Massachusetts), 2019-; License # 10980

**EDUCATION:**

2017-2018 **Post-doctoral Research Fellow**  
Boston College, Lynch School of Education

2016-2017 **Doctoral Fellow, Clinical Psychology (APA-accredited clinical internship)**  
Yale University, The Consultation Center and West Haven Mental Health Clinic

2013-2017 **PhD, Clinical Psychology**  
University of Massachusetts, Boston, Department of Psychology

2011-2013 **MA, Clinical Psychology**  
University of Massachusetts, Boston, Department of Psychology

2005-2009 **Bachelor of Arts, English Literature**  
Harvard University

**RESEARCH INTERESTS:**

- Effects of poverty and social inequality on young children's development.
- Effects of traumatic experiences on young children, and the overlap of traumatic experiences and socioeconomic risk.
- Early childhood mental health assessment and treatment.
- Development of critical consciousness in pre-adolescent children.
- School- and community-based interventions.

**GRANTS AND AWARDS:**

2018- Institute for Education Sciences (IES) Grant: "Assessing the Efficacy and Implementation of City Connects: A Systemic Approach to Student Support."  
(Consultant; PI: Mary Walsh)

2013 – 2016	National Science Foundation Graduate Research Fellowship (NSF GRF)
2014	Society for Research in Child Development (SRCD) Student and Early Career Council (SECC) Dissertation Research Funding Award
2013	Society for Research in Child Development (SRCD) Student Travel Grant
2012, 2013	Graduate Student Association (GSA) Professional Development Grant
2012	APAGS Forest Honaker Master's Grant for Research in Psychology
2012	National Institute of Mental Health (NIMH) Summer Training Grant
2011 – 2012	Leadership in Neurodevelopmental and Related Disabilities (LEND) Fellowship

## PEER-REVIEWED PUBLICATIONS:

\*student author

**Heberle, A.E.**, Ní Sheanáin, U., Walsh, M.E., Hamilton, A.N.\*, Chung, A. H.\*, Eells Lutas, V. L. (2020). Experiences of clinicians implementing integrated student support in high-poverty schools. *Improving Schools* (online first publication). doi: 10.1177/1365480220943761

**Heberle, A.E.**, Rapa, L.R., Farago, F. (2020). Critical consciousness in children and adolescents: A systematic review and integration with related literatures. *Psychological Bulletin*, 146 (6), 525-551. doi: 10.1037/bul0000230

**Heberle, A.E.** & Carter, A.S. (2020). Is poverty on young minds? Stereotype endorsement, disadvantage awareness, and social-emotional challenges in socioeconomically disadvantaged children. *Developmental Psychology*, 56 (2), 336-349. doi: 10.1037/dev0000883.

**Heberle, A.E.** & Carter, A.S. (2020). Young children's beliefs about people in poverty. *Children and Youth Services Review*, 108. doi: 10.1016/j.childyouth.2019.104605

Carreras, J.\*, Carter, A.S., Forbes, D., **Heberle, A.E.**, & Gray, S.A.O. (2019). Emotion regulation and parent distress: Getting at the heart of sensitive parenting in low-income parents of preschool children. *Journal of Child and Family Studies*, 28 (11), 2953-2962.

Glackin, E.L.\*, Forbes, D., **Heberle, A.E.**, Carter, A.S., & Gray, S.A.O. (2019). Caregiver self reports and reporting of their preschoolers' trauma exposure: Discordance across assessment methods. *Traumatology*, 25 (2), 172-180. doi: 10.1037/trm0000179

Lee-St. John, T., Walsh, M.E., Raczek, A.E., Vuilleumier, C.E., Foley, C, **Heberle, A.E.**, Sibley, E. & Dearing, E. (2018). The long-term impact of systemic student support in elementary school: Reducing high school dropout. *AERA Open*, 4 (4). doi: 10.1177/2332858418799085.

**Heberle, A. E.**, Kaplan-Levy, S.A., Neuspiel, J., Carter, A. S. (2018). Young children's reasoning about the effects of poverty on people experiencing it: A qualitative thematic analysis. *Children and Youth Services Review*, 86. doi: 10.1016/j.childyouth.2018.01.036

Ben-Sasson, A., Soto, T. W., **Heberle, A. E.**, Carter, A. S., Briggs-Gowan, M. J. (2017). Early and concurrent features of ADHD and sensory over-responsivity symptom clusters.

*Journal of Attention Disorders*, 21 (10). doi: 1087054714543495.

Mian, N. M., Godoy, L., Eisenhower, A.S., **Heberle, A.E.**, Carter, A.S. (2016) Prevention services for externalizing and anxiety symptoms in low-income children: the role of parent preferences in early childhood. *Prevention Science*, 17 (1). doi: 10.1007/s11121-015-0601-8.

**Heberle, A. E.** & Carter, A.S. (2015) Cognitive aspects of young children's experience of economic disadvantage. *Psychological Bulletin*, 141 (4).

**Heberle, A. E.**, Briggs-Gowan, M. J., & Carter, A.S. (2014). A person-oriented approach to identifying parenting styles in mothers of early school age children. *Infant and Child Development*, 24 (2). doi: 10.1002/icd.1888

**Heberle, A. E.**, Thomas, Y.T., Wagmiller, R. L., Briggs-Gowan, M. J., & Carter, A. S. (2014). The impact of neighborhood, family, and individual risk factors on toddlers' disruptive behavior. *Child Development*, 85 (5). doi: 10.1111/cdev.12251.

**Heberle, A. E.**, Krill, Sarah K, Briggs-Gowan, M. J., & Carter, A. S. (2014). Predicting externalizing and internalizing behavior in kindergarten: Examining the buffering role of early social support. *Journal of Clinical Child and Adolescent Psychology*, 44 (4). doi: 10.1080/15374416.2014.886254

Rogines-Velo, M. P., **Heberle, A. E.**, & Joffe, H. (2011). Effect of Medroxyprogesterone on depressive symptoms in depressed and non-depressed perimenopausal and postmenopausal women after discontinuation of transdermal Estradiol therapy. *Menopause*, 19 (4). doi:10.1097/gme.0b013e3182333847

## **BOOK CHAPTERS AND INVITED MANUSCRIPTS:**

**Heberle, A.E.**, Thomann, C., & Carter, A.S. (2019). Social and emotional development theories. In J. Benson (Ed.), *Encyclopedia of Infant and Early Childhood Development*, 2<sup>nd</sup> Edition.

Godoy, L., Davis, A., Briggs-Gowan, M.J., **Heberle, A.E.**, & Carter, A.S. (2017). Caregiver report measures of early childhood psychopathology. In C. Zeanah (Ed.) *Handbook of Infant Mental Health*, 4<sup>th</sup> Edition.

Briggs-Gowan, M. J., Godoy, Leandra, **Heberle, A.E.**, & Carter, A. S. (2016). Assessment of psychopathology in young children. In D. Cicchetti (Ed.), *Developmental Psychopathology, Volume One, Theory and Method*, 3<sup>rd</sup> Edition. New Jersey: John Wiley & Sons, Inc.

Gray, S.A.O, **Heberle, A.**, & Carter, A.S (2012). Social-emotional school readiness: How do we ensure children are ready to learn? *Zero to Three*, 33 (1), 4-9.

**Heberle, A.** (2012). Retrieval of information. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. Springer.

**PUBLICATIONS IN PROGRESS (underlined names indicate a student collaborator):**

**Heberle, A.E.**, Gray, S.A.O., Obus, E.\* An intersectional perspective on the intergenerational transmission of trauma and state-perpetrated violence (accepted with minor revisions, *Journal of Social Issues*).

**Heberle, A.E.** & Chazan-Cohen, R. Change over time in parenting and child behavior among Black families in Early Head Start and control families (in preparation).

**Heberle, A. E.**, Hoch, N.\*, Farago, F. Critical consciousness in children and developmental paths to critical consciousness (chapter in preparation).

**Heberle, A. E.**, Wagner, A.\*, Hoch, N.\* A qualitative analysis of White, antiracist preschool parents' beliefs about racism, class, and allyship (in preparation).

**PRESENTATIONS:**

**Heberle, A.E.** (2020, August). *Conceptualizing Anti-Oppressive Thought and Action as Adaptive Social-Emotional Functioning*. Paper to be presented at the American Psychological Association (APA) Annual Meeting. Washington, DC.

Hoch, N.\* & **Heberle, A.E.** (2020, August). *"I Just Wanna Say the Right Perfect Thing": A Qualitative Analysis of White, Antiracist Parent Discourse on the Intersection of Race and Class*. Poster to be presented at the American Psychological Association (APA) Annual Meeting. Washington, DC.

Shannon, U., Long, C., **Heberle, A.E.**, DiNatale, P, Hamilton, A.\*, Walsh, M. (2019, April). *School Based Perspectives on Data Practices and Evidence Use in a Longstanding Research-Practice Partnership*. Paper presented at the American Educational Research Association (AERA) Annual Meeting and Published in the Proceedings. Toronto, ON.

**Heberle, A.E.** (moderator) (2019, March). Critical Consciousness in Pre-Adolescent Children: Building Theory and Identifying Priorities for Scholarship. Roundtable Conversation conducted at the meeting of the Society for Research in Child Development (SRCD) Biennial Meeting. Baltimore, MD.

Carreras, J.\*, Carter, A.S., **Heberle, A.E.**, Forbes, D., Gray, S.A.O. (2018, August). *Parental Emotion Regulation: Relations with Sensitive Parenting and Psychological Distress*. Poster Presented at the American Psychological Association (APA) Annual Meeting. San Francisco, CA.

**Heberle, A.E.**, Vuilleumier, C., Dearing, E., & Walsh, M. (2018, June). *Influences of Preschool Attendance and Elementary School Integrated Student Support on Children's Academic Skills*. Poster Presented at the National Research Conference on Early Childhood (NRCEC) Annual Meeting. Washington, D.C.

Strambler, M., Matlin, S., **Heberle, A.E.**, & Tebes, J.K. (2017, June). *Building Trauma-Informed Schools using Social and Emotional Learning*. In J.K. Tebes (chair), Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences (ACEs). Symposium conducted at the Society for Community Research in

Action Conference, Ottawa, Ontario.

Strambler, M., Matlin, S., **Heberle, A.E.**, & Tebes, J.K. (2017, June). *Building Trauma-Informed Schools using Social and Emotional Learning*. In J.K. Tebes (chair), Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences (ACEs). Symposium conducted at the Society for Community Research in Action Conference, Ottawa, Ontario.

Tebes, J.K., Champine, R., Matlin, S., Strambler, M., Hoffman, E., **Heberle, A.E.**, O'Brien, C. (2017, June). *Multi-Level Processes and Impacts of Two Trauma-Informed Community Initiatives*. In J.K. Tebes (chair), Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences (ACEs). Symposium conducted at the Society for Community Research in Action Conference, Ottawa, Ontario.

Haddock, A. & **Heberle, A.E.** (2017, February). *Promoting equity and justice through structural analysis and systems intervention with schools*. Roundtable discussion co-led at the Columbia University Winter Roundtable on Cultural Psychology and Education. New York, NY.

Glackin, E., Gray, S.A.O, Forbes, D., **Heberle, A.E.**, Carter, A.S. (2016, August). *Convergent validity of assessment methods for preschoolers' exposure to trauma*. Poster presented at the American Psychological Association (APA) Annual Meeting, Denver, CO.

Connors, L.\* & **Heberle, A.E.** (2016, May). *Evidence for Felt Disadvantage as a Meaningful Measure of Poverty*. Poster presented at the Pace University Psychology Conference. New York, NY.

**Heberle, A. E.** & Carter, A. S. (2014, August). *He Doesn't Even Have a Big Brain to Read: Children's Stereotypes About People Living in Poverty*. Paper presented at the American Psychological Association (APA) Annual Meeting, Washington, DC.

**Heberle, A. E.** & Carter, A. S. (2014, May). *"Because His Family Is Poor, That Makes Them Mad": Perceptions of Poverty Among Young Children Living in Poverty*. Poster presented at the Society for Prevention Research (SPR) 2014 Annual Meeting, Washington, DC.

Krill, S.C., **Heberle, A.E.**, Mian, N, Briggs-Gowan, M.J., & Carter, A.S. (2013, May). *Examining the Buffering Role of Early Parent Social Support in the Relationship Between Early Parent Psychological Distress and Child Internalizing Symptoms in the School Transition*. Poster presented at the Anxiety and Depression Association of America (ADAA) 2013 Annual Conference, La Jolla, CA.

**Heberle, A.E.**, Krill, S.C., Briggs-Gowan, M.J., & Carter, A.S. (2013, April). *Preventing Kindergarten Externalizing Behaviors: Examining Opportunities for Intervention with Families of Toddlers*. In A.S. Carter (Chair), Parent Psychopathology and Child Externalizing Behaviors: Trajectories, Contextual Influences, and Predictors of Service Receipt. Poster presented at the Society for Research in Child Development (SRCD) 2013 Conference, Seattle, WA.

Krill, S.C., **Heberle, A.E.**, Briggs-Gowan, M.J., & Carter, A.S. (2013, April). *It Takes a Village:*

*The Protective Role of Social Support in the Relation Between Parent Emotional Distress and Parenting Behavior.* In A.S. Carter (Chair), Parent Psychopathology and Child Externalizing Behaviors: Trajectories, Contextual Influences, and Predictors of Service Receipt. Poster presented at the Society for Research in Child Development (SRCD) 2013 Conference, Seattle, WA.

Gray, S.A.O., **Heberle, A.E.**, Forbes, D., Briggs-Gowan, M.J., & Carter, A.S. (2013, April). *An Ecological Exploration of Trauma-Related Symptomatology: Relation of Poverty, Potentially Traumatic Experiences, and Psychopathology in Mothers and Their Young Children.* Poster presented at the Society for Research in Child Development (SRCD) 2013 Conference, Seattle, WA.

Soto, T., Kaplan-Levy, S., **Heberle, A. E.**, Carter, A. S., & Eisenhower, A. S. (2012, June). *Parental psychopathology as a risk factor for child internalizing and externalizing behaviors in a low-income sample.* Poster presented at the Society for Prevention Research (SPR) 2012 Annual Meeting, Washington, DC.

**Heberle, A. E.**, Briggs-Gowan, M. J., & Carter, A. S. (2012, August). *Parent Language Quality and Amount Predict Adaptive Social Behavior in Early School Age Children.* Poster presented at the American Psychological Association (APA) Annual Meeting, Orlando, FL.

## **TEACHING:**

### **Undergraduate Courses**

Qualitative Methods (Clark University)  
Children with Disorders (Clark University)  
Counseling Theories (Boston College)  
Undergraduate Research Apprenticeship (University of Massachusetts, Boston)  
Introduction to Research Methods (University of Massachusetts, Boston)

### **Honors Thesis**

2020: Amanda Youmans and Caitlin Louie

### **Independent Research/Clark Academic Spree Day Presentations**

Fall 2019: Nora Harrington, Anisha Hassan

### **Graduate Courses**

Child Psychological Assessment

### **Doctoral Student Advisees**

Anna Wagner (2020-present)  
Noah Hoch (2019-present)

### **Dissertation Committees**

Frost-Calhoun, Reihonna (in progress). Former Foster Youth's Experiences of their Sibling Relationships in Foster Care and into their Adult Lives.

Noyola, Néstor (in progress). Exploring Critical Consciousness, Minority Stress, and Mental Health among LGBT People of Color through a Mixed-Methods Approach.

Levitt, Madeline (in progress). Understanding Parental Control and Structure in Anxious and Non-Anxious Children: An Observational Study.

Gazarian, Doug (in progress). Is 'Masculine Depression' a Clinically Useful Construct? Tests of Incremental Validity in Clinical and Community Samples.

#### **Dissertation Reader**

Dovala, Taylor (2020). An Adaptation of the Relationship Checkup for Same-Sex Couples.

#### **Portfolio Committees**

David Yoo (2019-present), Nicole O'Dea (2019-present), Sangmi Park (2020-present)

#### **INVITED TALKS:**

**Heberle, A.E.** (2020, June). *Anti-racist Allyship Practices of White Parents of Pre-school Children*. Child and Family Studies Department, University of Tennessee, Knoxville.

**Heberle, A. E.** (2018, October). *Young Children's Beliefs About Poverty and Socioeconomic Inequality*, Education and Human Development Department, Clemson University.

#### **CLINICAL EXPERIENCE:**

2016 – 2017	<b>Psychology Fellow, West Haven Clinic at Yale University</b>
2015 – 2016	<b>Psychology Extern, Boston Neuropsychological Services</b>
2013 – 2014	<b>Psychology Extern, Human Services, Martha Eliot Health Center</b>
2012 – 2013	<b>Graduate Clinician, University Counseling Center, University of Massachusetts Boston</b>

#### **SPECIALTY TRAINING:**

7/2020	<b>Teaching in Different Modalities Course (course on hybrid and online teaching)</b> <i>Clark University</i> Instructor: Joanne Dolan
8/2013	<b>Preschool Age Psychiatric Assessment (PAPA) Administration Training</b> <i>Tufts University Medical Center</i> Instructor: Brian Small
10/2012	<b>Insightfulness Assessment Coding Workshop</b> <i>Hunter College</i> Instructors: David Oppenheim, PhD and Nina Koren-Karie, PhD

6/2012

## **Structural Equation Modeling**

*Kansas University Summer Institute of Statistics*

Instructors: Todd Little, PhD and Noel Card, PhD

### **PROFESSIONAL AFFILIATIONS:**

2011 – Present American Psychological Association

2011 – Present Society for Research in Child Development

### **SERVICE:**

#### Departmental Service

2020-present Associate Director of Clinical Training, Hiatt School of Psychology, Clark University

2020-present Diversity Committee Member and Co-Chair (2020-2021), Hiatt School of Psychology, Clark University

2020 Faculty Handbook Committee Member, Hiatt School of Psychology, Clark University

2019 Professional Development Seminar Leader, Hiatt School of Psychology, Clark University

#### Professional Service

##### **Ad Hoc Reviewer: Journals**

- *Developmental Psychology*
- *Journal of Family Psychology*
- *Early Childhood Research Quarterly*
- *Journal of Clinical Child and Adolescent Psychology (JCCAP)*
- *Learning and Individual Differences*
- *American Journal of Community Psychology*
- *Child Development*
- *Development and Psychopathology*
- *Personal Relationships*

##### **Ad Hoc Reviewer: Conferences**

- American Psychological Association (2018, 2019)
- Society for Research in Child Development (2017, 2019)

##### **Ad Hoc Reviewer: Grants**

- Association for Psychological Science (APS) Student Grant Competition (2016)

##### **Service to Professional Organizations**

- Massachusetts Psychological Association Training Committee Member, Massachusetts Psychological Association, Wellesley, MA (2020-Present)
- Zero to Three Infant and Early Childhood Mental Health Clinical Solution Pathways Contributor (2020)
- Research Board Member, Massachusetts Association for Infant Mental Health (MassAIMH) (2018-Present)



- Early Career Scholars Committee Member, Society for the Psychological Study of Social Issues (SPSSI) (2017-2020)

### **Service to the Community**

- Evaluator and Consultant, Story Starters (anti-racism intervention for families and young children) (2020-present)

### **MENTORING AND ADVISING:**

#### UMass Boston (supervision of undergraduate research assistantships):

Kamil Adbullah, Amelia Flater, Brian Jones, Julie Czaplá, Cassandra Volpe, Andreina Tuccella, Mona Chung, Asha Abdullahi, Esthanette Reid, Danielle Krobath, Lucy Connor, and Danubia Camargos Silva

#### Clark University (supervision of undergraduate research assistantships):

Valerie Alexander, Nora Harrington, Lisa Carter, Anisha Hassan, Deisy Rodriguez, Alexis Bardash, Rose Spitzer, Ashley Hebert, Josh Podolsky, Veronica Dizon, Zoe Chase

#### Clark University (mentorship of doctoral students):

Noah Hoch, Anna Wagner